Utah State Office of Education

Secondary Core Curriculum

2006

Reading

Mathematics

Language Arts

Science

Educational Technology

Social Studies

Health/P.E.

Fine Arts

Library Media

Foreign Language
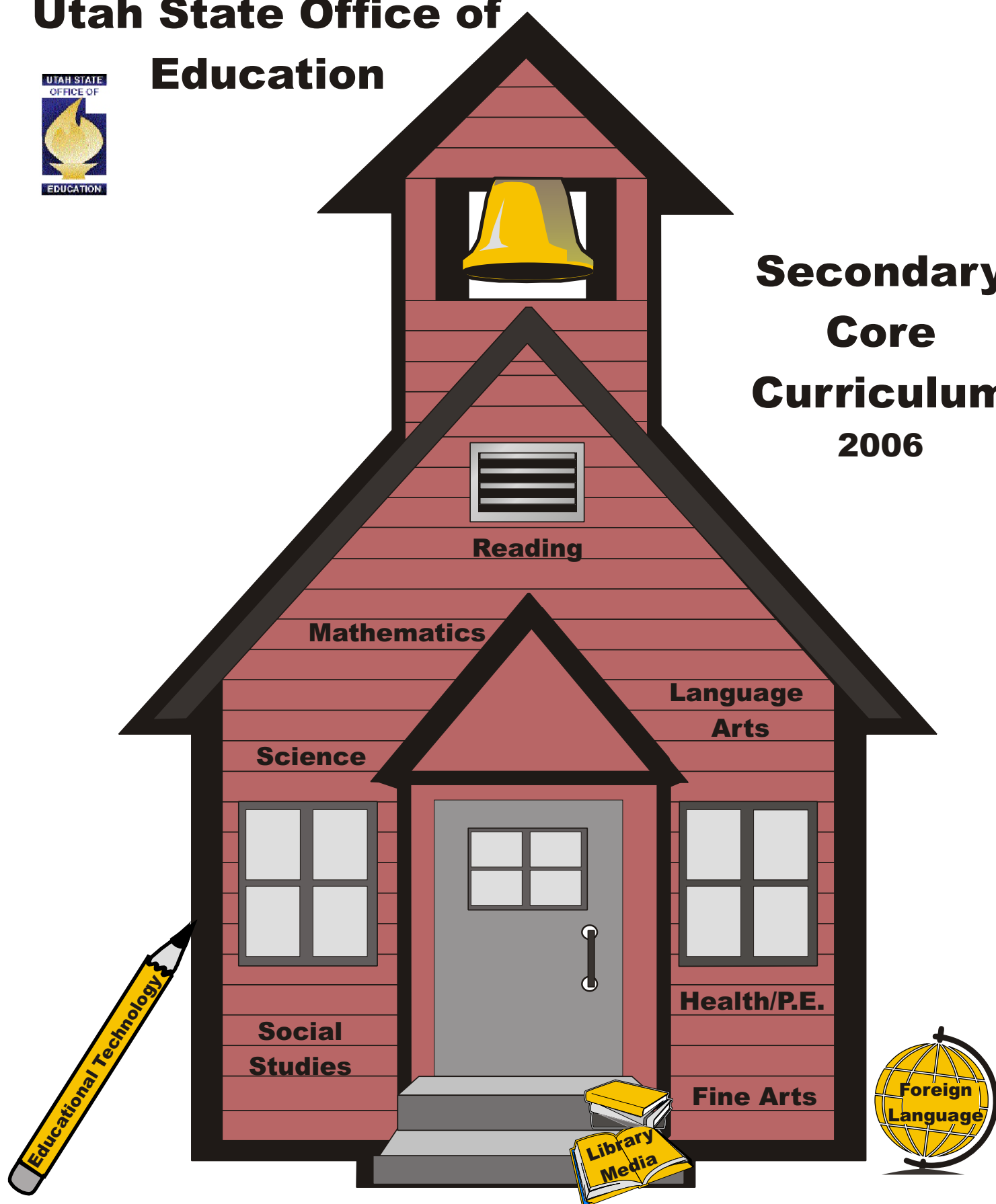
Language Arts 7-12

SECONDARY CORE CURRICULUM

LANGUAGE ARTS 7-12

UTAH STATE OFFICE OF EDUCATION

Patti Harrington
State Superintendent of Public Instruction

Brenda Hales, Associate Superintendent
Student Achievement and School Success

Brett D. Moulding, Director
Curriculum and Instruction

Lynne Greenwood, Coordinator
Curriculum and Instruction

Mary Beth Clark, Specialist
Secondary Language Arts

2006

UTAH STATE BOARD OF EDUCATION
250 East 500 South
P. O. Box 144200
Salt Lake City, UT 84114-4200

District 1
Teresa L. Theurer
66 Canterbury Circle
Logan, UT 84321
Phone: (435) 753-0740

District 2
Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 3
Richard Moss
3514 E. Fairway Circ.
Spanish Fork, UT 84660
Phone: (801) 787-1676

District 4
Richard Sadler
875 Edgewood Dr.
Ogden, UT 84403
Phone: (801) 479-7988

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 6
Michael G. Jensen
4139 S. Aubrey Lane
West Valley City, UT 84128
Phone: (801) 968-5960

District 7
Randall Mackey
1172 E. 100 S.
Salt Lake City, UT 84102
Phone: (801) 575-5000

District 8
Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 9
Denis Morrill
6024 S. 2200 W.
Taylorsville, UT 84118
Phone: (801) 969-2334

District 10
Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

District 11
Bill Colbert
14866 Village Vista Dr.
Draper, UT 84020
Phone: (801) 572-1608

District 12
Mark Cluff
645 West Hubbard Cir
Alpine, UT 84004
Phone: (801) 756-7623

District 13
Thomas Gregory
1056 W. 1150 S.
Provo, UT 84601
Phone: (801)607-4702

District 14
Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 15
Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Josh M. Reid
Board of Regents
201 S. Main, Suite 1800
Ogden, UT 84403
Phone: (801) 536-6787

Rosanita Cespedes
Board of Regents
1470 S. 400 E.
Salt Lake City, UT 84115
Phone: (801) 466-7371

Cyndee Miya
Coalition of Minorities
Advisory Committee
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

Patti Harrington
Executive Officer

Twila B. Affleck
Secretary

Table of Contents

INTRODUCTION

Action by the Utah State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these Core Curriculum standards for Utah's schools.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the Core Curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

R277. Education, Administration.
R277-700. The Elementary and Secondary School Core Curriculum.
R277-700-1. Definitions.

A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the Board, available from the USOE Accreditation Specialist.

B. "Applied technology education (ATE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.

C. "Basic skills course" means a subject which requires mastery of specific functions and was identified as a course to be assessed under Section 53A-1-602.

D. "Board" means the Utah State Board of Education.

E. "Core Curriculum content standard" means a broad statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.

F. "Core Curriculum criterion-referenced test (CRTs)" means a test to measure performance against a specific standard. The meaning of the scores is not tied to the performance of other students.

G. "Core Curriculum objective" means a more focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.

H. "Demonstrated competence" means subject mastery as determined by school district standards and review. School district review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios.

I. "Elementary school" for purposes of this rule means grades K-6 in whatever kind of school the grade levels exist.

J. "High school" for purposes of this rule means grades 9-12 in whatever kind of school the grade levels exist.

K. "Individualized Education Program (IEP)" means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with the Utah Special Education Rules and Part B of the Individuals with Disabilities Education Act (IDEA).

L.   "Middle school" for purposes of this rule means grades 7-8 in whatever kind of school the grade levels exist.

M.   "Norm-referenced test" means a test where the scores are based on comparisons with a nationally representative group of students in the same grade. The meaning of the scores is tied specifically to student performance relative to the performance of the students in the norm group under very specific testing conditions.

N.   "State core Curriculum (Core Curriculum)" means those standards of learning that are essential for all Utah students, as well as the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built, as established by the Board.

O.   "USOE" means the Utah State Office of Education.

P.   "Utah Basic Skills Competency Test" means a test to be administered to Utah students beginning in the tenth grade to include at a minimum components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the Utah Basic Skills Competency Test in addition to school or district graduation requirements prior to receiving a basic high school diploma.

R277-700-2. Authority and Purpose.

A.   This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with local boards and superintendents and directs local boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B.   The purpose of this rule is to specify the minimum Core Curriculum requirements for the public schools, to give directions to local boards and school districts about providing the Core Curriculum for the benefit of students, and to establish responsibility for mastery of Core Curriculum requirements.

R277-700-3. Core Curriculum Standards and Objectives.
A. The Board establishes minimum course description standards and objectives for each course in the required

general core, which is commonly referred to as the Core Curriculum.

B. Course descriptions for required and elective courses shall be developed cooperatively by school districts and the USOE with opportunity for public and parental participation in the development process.

C. The descriptions shall contain mastery criteria for the courses, and shall stress mastery of the course material and Core objectives and standards rather than completion of predetermined time allotments for courses.

D. Implementation of the Core Curriculum and student assessment procedures are the responsibility of local boards of education consistent with state law.

E. This rule shall apply to students in the 2005-2006 graduating class.

R277-700-4. Elementary Education Requirements.

A. The Board shall establish a Core Curriculum for elementary schools, grades K-6.

B. Elementary School Education Core Curriculum Content Area Requirements:

(1) Grades K-2:
(a) Reading/Language Arts;
(b) Mathematics;
(c) Integrated Curriculum.
(2) Grades 3-6:
(a) Reading/Language Arts;
(b) Mathematics;
(c) Science;
(d) Social Studies;
(e) Arts:
(i) Visual Arts;
(ii) Music;
(iii) Dance;
(iv) Theatre.
(f) Health Education;
(g) Physical Education;
(h) Educational Technology;
(i) Library Media.

C. It is the responsibility of the local boards of education to provide access to the Core Curriculum to all students.

D. Student mastery of the general Core Curriculum is the responsibility of local boards of education.

E. Informal assessment should occur on a regular basis to ensure continual student progress.

F- Board-approved CRT's shall be used to assess student mastery of the following:
    (1) reading;
    (2) language arts;
    (3) mathematics;
    (4) science in elementary grades 4-6; and
    (5) effectiveness of written expression.
    G.   Norm-referenced tests shall be given to all elementary students in grades 3 and 5.
    H.   Provision for remediation for all elementary students who do not achieve mastery is the responsibility of local boards of education.

R277-700-5. Middle School Education Requirements.

    A.   The Board shall establish a Core Curriculum for middle school education.
    B.   Students in grades 7-8 shall earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.
    C.   Local boards may require additional units of credit.
    D.   Grades 7-8 Core Curriculum Requirements and units of credit:
    (1) General Core (10.5 units of credit):
    (a) Language Arts (2.0 units of credit) ;
    (b) Mathematics (2.0 units of credit);
    (c) Science (1.5 units of credit);
    (d) Social Studies (1.5 units of credit);
    (e) The Arts (1.0 units of credit):
    (i) Visual Arts;
    (ii) Music;
    (iii) Dance;
    (iv) Theatre.
    (f) Physical Education (1.0 units of credit);
    (g) Health Education (0.5 units of credit);
    (h) Applied Technology Education Technology, Life, and Careers (1.0 units of credit);
    (i) Educational Technology (credit optional);
    (j) Library Media (integrated into subject areas).
    E.   Board-approved CRT's shall be used to assess student mastery of the following:
    (1) reading;
    (2) language arts;
    (3) mathematics;
    (4) science in grades 7 and 8; and
    (5) effectiveness of written expression.

F. Norm-referenced tests shall be given to all middle school students in grade 8.

R277-700-6. High School Requirements.

A. The Board shall establish a Core Curriculum for students in grades 9-12.

B. Students in grades 9-12 shall earn a minimum of 24 units of credit.

C. Local boards may require additional units of credit.

D. Grades 9-12 Core Curriculum requirements required units of credit:

(1) Language Arts (3.0 units of credit);

(2) Mathematics (2.0 units of credit):

(a) minimally, Elementary Algebra or Applied Mathematics I; and

(b) geometry or Applied Mathematics II; or

(c) any Advanced Mathematics courses in sequence beyond (a) and (b) ;

(d) high school mathematics credit may not be earned for courses in sequence below (a).

(3) Science (2.0 units of credit from two of the four science areas):

(a) earth science (1.0 units of credit);

(b) biological science (1.0 units of credit);

(c) chemistry (1.0 units of credit);

(d) physics (1.0 units of credit).

(4) Social Studies (3.0 units of credit):

(a) Geography for Life (0.5 units of credit);

(b) World Civilizations (0.5 units of credit);

(c) U.S. history (1.0 units of credit);

(d) U.S. Government and Citizenship (0.5 units of Credit);

(e) elective social studies class (0.5 units of

(5) The Arts (1.5 units of credit from any of the following performance areas):

(a) visual arts;

(b) music;

(c) dance;

(d) theatre;

(6) Health education (0.5 units of credit)

(7) Physical education (1.5 units of credit):

(a) participation skills (0.5 units of credit);

(b) Fitness for Life (0.5 units of credit);

(c)   individualized lifetime activities (0.5 units of
    credit) or team sport/athletic participation (maximum of
    0.5 units of credit with school approval).
        (8)   Applied technology education (1.0 units of
credit);
        (a)   agriculture;
        (b)   business;
        (c)   family and consumer sciences;
        (d)   technology education;
        (h)   trade and technical education.
        (9)   Educational technology:
        (a)   computer Technology (0.5 units of credit for the
class by this specific name only); or
        (b)   successful completion of state-approved competency
examination (no credit, but satisfies the Core requirement).
        (10) Library media skills integrated into the
curriculum;
        (11) Board-approved CRT's shall be used to assess student
mastery of the following subjects:
        (a)   reading;
        (b)   language arts through grade 11;
        (c)   mathematics as defined under R277-700-6D(2);
        (d)   science as defined under R277-700-6D(3); and
        (e)   effectiveness of written expression.
        E.   Students shall participate in the Utah Basic Skills
Competency Test, as defined under R277-700-1O.
        F.   Students with disabilities served by special
education programs may have changes made to graduation
requirements through individual IEPs to meet unique
educational needs. A student's IEP shall document the nature
and extent of modifications, substitutions or exemptions made
to accommodate a student with disabilities.

**R277-700.7.   Student Mastery and Assessment of Core
Curriculum Standards and Objectives.**
        A.   Student mastery of the Core Curriculum at all levels
is the responsibility of local boards of education.
        B.   Provisions for remediation of secondary students who
do not achieve mastery is the responsibility of local boards
of education under Section 53A-13-104.
        C.   Students who are found to be deficient in basic
skills through U-PASS shall receive remedial assistance
according to provisions of Section 53A-1-606(1).

D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.

E.   Students with Disabilities:

(1) All students with disabilities served by special education programs shall demonstrate mastery of the Core Curriculum.

(2) If a student's disabling condition precludes the successful demonstration of mastery, the student's IEP team, on a case-by-case basis, may provide accommodations for or modify the mastery demonstration to accommodate the student's disability.

F.   Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

G.   All Utah public school students shall participate in state-mandated assessments, as required by law.

KEY: curricula
March 5, 2002

Art X Sec 3
53A-1-402(1)(b
53A-1-402.6
53A-1-401(3

Utah Secondary Language Arts Core

Introduction

Language is naturally acquired as a fundamental trait of humanness. As we enter school, even though we may have had little formal language instruction, we characteristically have a secure knowledge of our language, constructed almost unconsciously. The study and practice of language as a school content area involves the more focused examination of elements, structures, and functions in our language system. We use the term "language arts" to reflect how we develop skills and apply strategies to "craft" language for particular purposes and specific effects. We construct meaning from text we read or hear; we create intended meaning with text we write or speak.

The intent of secondary language arts instruction is to empower students in their use of language to understand and investigate themselves, others, cultures, and the environment. This involves developing students' awareness of language purposes, their knowledge of the language elements and processes through which meaning is created, and their ability to evaluate meaning from different points of view. It involves providing students with explicitly guided practice so they internalize more complex, sophisticated strategies as habits of mind. It involves students' reflective practice to recognize and value intricacies and idiosyncrasies of language meaning and effect. It also involves their use of language to interpret and connect with the world and to develop their sense of civic responsibility within it.

The Secondary Language Arts Core Curriculum emphasizes purposeful, strategic knowledge and processes in language applications. Language arts students should be practitioners of language skills, including being able to form literate expressions about learning.

Organization of the Secondary Language Arts Core

1. Each grade level begins with a brief course description.
2. The INTENDED LEARNING OUTCOMES (ILOs) describe the goals for language arts skills and attitudes. They are found at the beginning of each grade, and are an integral part of the Core. They should be included as part of instruction.
3. A STANDARD is a broad statement of what students are expected to understand. Several objectives are listed under each standard.
4. There are three standards: READING, WRITING, and INQUIRY/RESEARCH/ORAL PRESENTATION.
5. An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the objectives associated with a given standard, they are judged to have mastered that standard at that grade level. Several indicators are described for each objective.
6. An INDICATOR is a measurable or observable student action that enables one to judge whether a student has mastered a particular objective. Indicators are not meant to be classroom activities, but they can help guide classroom instruction.
7. The use of E.G. in an indicator denotes an example of what might be assessed with that indicator; the use of I.E. denotes the only thing that can be assessed to evaluate that indicator.

Guidelines Used to Develop the Secondary Language Arts Core

1. The Utah Secondary Language Arts Core relies heavily on the National Council of Teachers of English *Standards for English Language Arts* and the International Reading Association *Position Statement on Adolescent Literacy.* (See Appendix B)

2. The Utah Secondary Language Arts Core builds deliberately and systematically on the language arts foundation provided in the elementary experience. The Elementary Language Arts Core (published May 9, 2003) identifies skills that students exiting 6th grade should have and be able to use.

3. The Utah Secondary Language Arts Core should provide a comprehensive and competent literacy education that leads to understanding literacy skills as complex and enjoyable forms of learning and discovery.

4. The Utah Secondary Language Arts Core assumes literal comprehension in reading. More sophisticated comprehension skills are addressed and expected as part of the secondary experience.

5. The Utah Secondary Language Arts Core assumes that reading skills and strategies are foundation pieces to a good reading curriculum and that, through the use of these skills and strategies, reading comprehension is achieved and improved.

6. The Utah Secondary Language Arts Core encourages students to use language for authentic purposes: to gather information, to enrich thinking, to explore culture and the human condition, and to be more forceful and articulate in using language in their lives.

7. The Utah Secondary Language Arts Core supports reading and writing efforts across the curriculum. However, it assumes that content-specific teachers (science, social studies, the arts, etc.) are addressing reading and writing in their particular courses as they guide students through domain-specific learning. The National Commission on Writing in America's Schools and Colleges reports that the total time spent writing during the educational day must be increased. In Utah's secondary schools, students should spend at least 45 minutes writing during the school day. In order to meet this goal, all content areas should spend time in writing to learn as well as in writing to demonstrate learning. In addition, common expectations for assessing writing should be developed across all curricular areas.

8. The Utah Secondary Language Arts Core requires instruction in reading in literary and informational text. Included in informational texts are the kinds of functional texts that may be encountered in language arts (charts, diagrams, etc.). It is expected that functional text will be addressed in other content areas where applicable and where materials may be more readily available.

9. The Utah Secondary Language Arts Core uses a form of analytical evaluation of writing based on six traits. There is no intention of recommending any product or program as sufficient for the entire curriculum where teaching writing is concerned. Utah uses a six-trait model for consistency of vocabulary when talking about the development of skill in writing, and for consistency of evaluation across schools and districts in language arts and across content area writing programs.

10. The Utah Secondary Language Arts Core should address students' different educational needs, goals, and learning requirements, rather than seeing their cultural, intellectual, and linguistic differences as indications of inability or lack of academic interest.

11. The Utah Secondary Language Arts Core should help students acquire the necessary skills to enter the job market or to seek and succeed at continuing academic training.

Seventh Grade Language Arts Core

Intended Learning Outcomes (ILOs)
The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

1. **Demonstrate a Positive Attitude Toward Language Arts Skills and Processes**
   a. Develop confidence in the ability to access text.
   b. Enjoy the processes and outcomes of reading and writing.
   c. Develop confidence in the ability to express ideas, emotions, and experiences.

2. **Demonstrate Appreciation for the Role of Language Arts**
   a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
   b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
   c. Develop thinking and language acquisition together through interactive learning.
   d. Recognize that in studying language arts students will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

3. **Demonstrate Understanding of the Nature of Language**
   a. Understand that language enhances and identifies human beings as meaning makers.
   b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
   c. Understand that language captures and records human aspirations and imagination.
   d. Understand that language is continuously evolving as a reflection of human evolution.
   e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
   f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

4. **Understand and Use Receptive and Expressive Oral Language Skills to Communicate**
   a. Give and seek information in conversations, in group discussions, and in oral presentations.
   b. Use questioning techniques to gain information.
   c. Participate in and report on small group learning activities.
   d. Develop and deliver individual presentations.
   e. Plan, present, and critique the oral delivery of information and persuasive argument.
   f. Plan, present, and critique dramatic readings of literary selections.

5. Use the Skills, Strategies, and Processes of Reading
    a. Develop an enjoyment for reading as a lifelong way to learn.
    b. Access background knowledge to prepare to read and enjoy texts.
    c. Use meta-cognition strategies during reading to monitor comprehension.
    d. Improve comprehension by using strategies when meaning breaks down.
    e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing
    a. Develop a distinctive writing voice.
    b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
    c. Develop reflective abilities and meta-awareness about writing.
    d. Use writing to discover and explore ideas.
    e. Develop collaborative writing skills to prepare for workplace writing.
    f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
    g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
    h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

Course Description

The needs of early adolescents are a fundamental concern to seventh grade language arts teachers. Teachers attempt to meet the unique needs of these students by using curriculum concepts such as thematic organization, teaming among teachers, appropriate grouping, and interdisciplinary efforts. At the seventh grade level, the Utah Core focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that distinguishes literal meanings of words from more complex meanings, comprehension that focus on text features and structures, retelling and paraphrasing, and distinguishing main idea and details. Writing instruction emphasizes personal or self connections, basic skills in analytical evaluation and assessment of writing, and editing skills that are specific and clearly delineated. The research or inquiry skills identified are fundamental to investigation of a topic or question, with basic oral and written reporting skills.

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.
   a. Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).
   b. Identify the literal meanings and shades of meaning of words.
   c. Determine word meaning through definition or explanation context clues.
   d. Distinguish between commonly confused words (i.e., *a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're).*

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).
   a. Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents).
   b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).
   c. Retell, paraphrase and summarize from informational text.
   d. Distinguish main idea and supporting details in text.

Objective 3 (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.
   a. Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).
   b. Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).
   c. Distinguish topic from theme in literature.
   d. Identify descriptive details and imagery that establish setting.
   e. Identify figurative language (i.e., simile and metaphor).
   f. Identify main ideas and/or emotions in a wide range of poetry.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.
   a. Retell significant events in sequence.
   b. Summarize essential information from literary or informational text.
   c. Connect text to self.

Objective 2 (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)
   a. Determine audience and purpose for extended writing.
   b. Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection
   c. Use sensory details.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.
   a. Evaluate and revise for:
      • Use of a unifying idea or topic.
      • A clear beginning, middle, and end, with sequential transitions.
      • Appropriate tone and voice.
      • Appropriate word choice for topic.
      • Varied sentence beginnings and sentence length.
   b. Edit for:
      • Correct grade level spelling.
      • Correct use of commas in a series.
      • Correct subject-verb agreement.
      • Correct use of possessives.
      • Correct capitalization of sentence beginnings and proper nouns.
      • Correct end punctuation on simple and compound sentences.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.
   a. Establish a purpose for inquiry.
   b. Gather relevant information to answer questions.
   c. Validate the accuracy and relevance of information, discriminating between fact and opinion.
   d. Distinguish paraphrasing and summarizing from plagiarizing.

Objective 2 (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.
   a. Select an appropriate format to report information.
   b. Gather information on an idea or concept.
   c. Report information using summarization.
   d. Use informal contextual citation. (Example: "Gary Paulsen says he gets his ideas from…")

Objective 3 (Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings.
 a. Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).
 b. Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).
 c. Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).
 d. Contribute constructively in classroom settings.

Eighth Grade Language Arts Core

Intended Learning Outcomes

The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
   a. Develop confidence in the ability to access text.
   b. Enjoy the processes and outcomes of reading and writing.
   c. Develop confidence in the ability to express ideas, emotions, and experiences.

2. Demonstrate Appreciation for the Role of Language Arts
   a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
   b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
   c. Develop thinking and language acquisition together through interactive learning.
   d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

3. Demonstrate Understanding of the Nature of Language
   a. Understand that language enhances and identifies human beings as meaning makers.
   b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
   c. Understand that language captures and records human aspirations and imagination.
   d. Understand that language is continuously evolving as a reflection of human evolution.
   e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
   f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
   a. Give and seek information in conversations, in group discussions, and in oral presentations.
   b. Use questioning techniques to gain information.
   c. Participate in and report on small group learning activities.
   d. Develop and deliver individual presentations.
   e. Plan, present, and critique the oral delivery of information and persuasive argument.
   f. Plan, present, and critique dramatic readings of literary selections.

5. Use the Skills, Strategies, and Processes of Reading
   a. Develop an enjoyment for reading as a lifelong way to learn.
   b. Access background knowledge to prepare to read and enjoy texts.
   c. Use meta-cognition strategies during reading to monitor comprehension.
   d. Improve comprehension by using strategies when meaning breaks down.
   e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing
   a. Develop a distinctive writing voice.
   b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
   c. Develop reflective abilities and meta-awareness about writing.
   d. Use writing to discover and explore ideas.
   e. Develop collaborative writing skills to prepare for workplace writing.
   f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
   g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
   h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

Course Description

The needs of early adolescents are a fundamental concern to eighth grade language arts teachers. Teachers attempt to meet the unique needs of these students by using curriculum concepts such as thematic organization, teaming among teachers, appropriate grouping, and interdisciplinary efforts. At the eighth grade level, the Utah Core focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that begins to explore more nuanced meanings of words (connotation, synonyms) and comprehension that focuses on text features and structures, distinguishing fact from opinion, identifying themes in texts, and simple figurative language. Writing emphasizes ordering, comparing and contrasting, basic skills in analytical evaluation and assessment of writing, and editing skills that are specific and clearly delineated. The research or inquiry skills identified focus on gathering information to address a chosen topic and beginning to form results of inquiry.

Standard 1 (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.
   a. Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).
   b. Extend the meanings of words through understanding of connotation.
   c. Determine word meaning through definition or explanation context clues.
   d. Distinguish between commonly confused words (i.e., *capital /capitol; cell/sale/ sell; choose/chose; emigrate/ immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they're/there; weak/week).*

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).
   a. Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents).
   b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).
   c. Infer meaning from explicit information in text.
   d. Distinguish fact from opinion.

Objective 3 (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.
   a. Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)
   b. Describe a character's traits based on what other characters think, say, and do.
   c. Identify themes in literary works.
   d. Define and describe settings in literature (e.g., place, time, and customs).
   e. Compare types of figurative language (i.e., simile, metaphor, and symbolism).
   f. Distinguish between free verse and rhyme.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.
   a. Organize events and ideas in order of importance.
   b. Focus written facts or events around a clearly stated, unifying idea.
   c. Connect text to self, text to world and text to text.

Objective 2 (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)
   a. Convey a unifying theme or idea.
   b. Order events effectively and experiment with flashback or foreshadowing.
   c. Use narrative details (e.g., dialogue, description, imagery, symbolism).

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.
   a. Evaluate and revise for:
      • Ideas: Specific and relevant details that support the idea.
      • Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.
      • Voice: Appropriate tone and voice.
      • Word Choice: Words appropriate to audience.
      • Sentence Fluency: Varied sentence structure.
   b. Edit for conventions:
      • Correct grade-level spelling
      • Correct use of quotation marks and commas in dialogue.
      • Correct verb tenses.
      • Correct use of relative pronouns.
      • Correct agreement of pronouns and antecedents.
      • Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.
   a. Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).
   b. Choose information that best supports the focus of inquiry.
   c. Distinguish between reliable and unreliable sources of information.
   d. Distinguish primary from secondary sources.

Objective 2 (Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.
   a. Select an appropriate format to demonstrate understanding.
   b. Gather information from more than one source.
   c. Report information by paraphrasing, summarizing, and/or quoting from sources.
   d. Use informal citation to support inquiry.

Objective 3 (Oral Communication of Inquiry): Participate in and report on small group learning activities.
  a. Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).
  b. Identify and assume responsibility for specific group tasks, including asking relevant questions.
  c. Respond appropriately to group members' questions and contributions.
  d. Present group reports.

Ninth Grade Language Arts Core

Intended Learning Outcomes
The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

1. **Demonstrate a Positive Attitude Toward Language Arts Skills and Processes**
   a. Develop confidence in the ability to access text.
   b. Enjoy the processes and outcomes of reading and writing.
   c. Develop confidence in the ability to express ideas, emotions, and experiences.

2. **Demonstrate Appreciation for the Role of Language Arts**
   a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
   b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
   c. Develop thinking and language acquisition together through interactive learning.
   d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

3. **Demonstrate Understanding of the Nature of Language**
   a. Understand that language enhances and identifies human beings as meaning makers.
   b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
   c. Understand that language captures and records human aspirations and imagination.
   d. Understand that language is continuously evolving as a reflection of human evolution.
   e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
   f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

4. **Understand and Use Receptive and Expressive Oral Language Skills to Communicate**
   a. Give and seek information in conversations, in group discussions, and in oral presentations.
   b. Use questioning techniques to gain information.
   c. Participate in and report on small group learning activities.
   d. Develop and deliver individual presentations.
   e. Plan, present, and critique the oral delivery of information and persuasive argument.
   f. Plan, present, and critique dramatic readings of literary selections.

5. Use the Skills, Strategies, and Processes of Reading
   a. Develop an enjoyment for reading as a lifelong way to learn.
   b. Access background knowledge to prepare to read and enjoy texts.
   c. Use meta-cognition strategies during reading to monitor comprehension.
   d. Improve comprehension by using strategies when meaning breaks down.
   e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing
   a. Develop a distinctive writing voice.
   b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
   c. Develop reflective abilities and meta-awareness about writing.
   d. Use writing to discover and explore ideas.
   e. Develop collaborative writing skills to prepare for workplace writing.
   f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
   g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
   h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

Course Description
The needs of ninth grade students transitioning to high school are a fundamental concern to middle-level language arts teachers. Teachers attempt to meet the unique needs of these students by using curriculum concepts such as thematic organization, teaming among teachers, appropriate grouping, and interdisciplinary efforts. At the ninth grade level, the Utah Core focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that compares connotation with denotation and identifies word meanings using sentence structure (grammar), reading instruction that focuses on inference and the difference between interesting and important information in informational text, and character development and more complex figurative language in narrative and poetry. Writing focuses on comparing multiple ideas and perspectives to extend thinking through writing, and concentrates on persuasive writing in preparation for the Utah Basic Skills Test. Skills in analytical evaluation and assessment of writing become more nuanced, and editing skills are specific and clearly delineated. Inquiry skills are focused on questioning as a research technique and evaluating sources of information.

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.
  a. Analyze the meaning of words using knowledge of roots (see chart, Appendix A).
  b. Distinguish between the connotative and denotative meanings of words.
  c. Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).
  d. Distinguish between commonly confused words (i.e., *accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).*

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).
  a. Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).
  b. Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).
  c. Infer meaning from implicit information in text.
  d. Distinguish relevant from merely interesting information.

Objective 3 (Comprehension of Literary Text): Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.
  a. Describe how conflict, character, and plot work together.
  b. Explain how character is developed through implication and inference.
  c. Relate themes in literary works to real-life events.
  d. Analyze how setting contributes to characterization, plot, or theme.
  e. Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).
  f. Identify the speaker in a poetic text.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn):   Compare multiple ideas and perspectives to extend thinking through writing.
  a. Compare/contrast significant or essential ideas, facts, or events.
  b. Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.
  c. Compare/contrast connections between texts, between texts and self, and between texts and different world connections.

Objective 2 (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)
   a. State a thesis that clearly takes a position.
   b. Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.
   c. Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.
   a. Evaluate and revise for:
      • Ideas: Anticipation of and answers to readers' questions.
      • Organization: Inviting leads and satisfying conclusions.
      • Voice: A variety of voices for different audiences and purposes.
      • Word Choice: Carefully chosen vocabulary to achieve voice and purpose.
      • Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences).
   b. Edit for:
      • Correct grade level spelling.
      • Correct use of commas in introductory phrases and clauses.
      • Correct use of adverbs.
      • Correct use of colons.
      • Correct use of parentheses.
      • Correct capitalization of languages, races, nationalities, religions or sections of the country.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to examine multiple points of view.
   a. Formulate questions to evoke multiple, valid responses from different points of view.
   b. Gather information from multiple sources that reflect varied points of view.
   c. Analyze multiple points of view for credibility.
   d. Use primary and secondary sources.

Objective 2 (Written Communication of Inquiry): Write to analyze multiple points of view.
   a. Select an appropriate format to analyze multiple points of view.
   b. Compile and analyze information from multiple points of view.
   c. Report analysis of multiple points of view using paraphrase, summary, and/or quotations.
   d. Use informal and formal citations where appropriate, to support inquiry.

Objective 3 (Oral Communication of Inquiry): Conduct interviews to support inquiry.
   a. Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).
   b. Ask probing questions to seek elaboration and clarification of ideas.
   c. Make supportive statements to communicate agreement with or acceptance of others' ideas.
   d. Present interview results.

Tenth Grade Language Arts Core

Intended Learning Outcomes
The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

1. **Demonstrate a Positive Attitude Toward Language Arts Skills and Processes**
   a. Develop confidence in the ability to access text.
   b. Enjoy the processes and outcomes of reading and writing.
   c. Develop confidence in the ability to express ideas, emotions, and experiences.

2. **Demonstrate Appreciation for the Role of Language Arts**
   a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
   b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
   c. Develop thinking and language acquisition together through interactive learning.
   d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

3. **Demonstrate Understanding of the Nature of Language**
   a. Understand that language enhances and identifies human beings as meaning makers.
   b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
   c. Understand that language captures and records human aspirations and imagination.
   d. Understand that language is continuously evolving as a reflection of human evolution.
   e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
   f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

4. **Understand and Use Receptive and Expressive Oral Language Skills to Communicate**
   a. Give and seek information in conversations, in group discussions, and in oral presentations.
   b. Use questioning techniques to gain information.
   c. Participate in and report on small group learning activities.
   d. Develop and deliver individual presentations.
   e. Plan, present, and critique the oral delivery of information and persuasive argument.
   f. Plan, present, and critique dramatic readings of literary selections.

5. Use the Skills, Strategies, and Processes of Reading
   a. Develop an enjoyment for reading as a lifelong way to learn.
   b. Access background knowledge to prepare to read and enjoy texts.
   c. Use meta-cognition strategies during reading to monitor comprehension.
   d. Improve comprehension by using strategies when meaning breaks down.
   e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing
   a. Develop a distinctive writing voice.
   b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
   c. Develop reflective abilities and meta-awareness about writing.
   d. Use writing to discover and explore ideas.
   e. Develop collaborative writing skills to prepare for workplace writing.
   f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
   g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
   h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

Course Description

The developmental needs of students approaching young adulthood are critical to secondary language arts teachers. Teachers attempt to meet the unique needs of these students by using a curriculum that connects academic learning to real-life situations, teaming among teachers, appropriate grouping, and interdisciplinary efforts. At the tenth grade level, the Utah Core focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that evaluates connotation in text and compares and identifies word meanings using analogy and antonym context clues. Because human beings are never too old to improve their reading skills, reading instruction focuses on electronic text, using explicit and implicit information to evaluate informational text; on the ways in which character development and connections to politics, history, and culture contribute to great literature; and on more complex figurative language, including simile, metaphor, pun, symbolism and personification. Writing focuses on analysis and interpretation of multiple ideas and perspectives to extend thinking through writing. Persuasive writing is a continued emphasis in preparation for the Utah Basic Skills Test. Skills in analytical evaluation and assessment of writing are further nuanced, and editing skills are specific and clearly delineated. Inquiry skills are focused on synthesizing information in preparation for presenting research results.

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.
   a. Analyze the meaning of words using knowledge of roots (see chart, Appendix A).
   b. Evaluate the effects of connotation in text.
   c. Determine word meaning through analogy and contrast/antonym context clues.
   d. Distinguish between commonly confused words (i.e., *affect/ effect; between/*
   e. *among; either/ neither; fewer/less; good/well; irregardless/regardless; waste, waist).*

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., essays, nonfiction articles, workplace and consumer documents, electronic text).
   a. Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages).
   b. Analyze the function of multiple internal text structures in a single text.
   c. Use explicit and implicit information to arrive at conclusions.
   d. Evaluate text for reliability and accuracy.

Objective 3 (Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.
   a. Examine the relationship between oral and written narratives.
   b. Understand the uses of character development in conveying theme in literary works.
   c. Analyze themes in literature and their connection to politics, history, culture, and economics.
   d. Evaluate setting as it contributes to characterization, plot, or theme.
   e. Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.
   f. Compare poetry on different topics from varied cultures and times.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.
   a. Analyze varied ideas and opposing opinions.
   b. Analyze facts, events, or ideas to create meaning.
   c. Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.

Objective 2 (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)
   a. Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).
   b. Support arguments with personal experience, detailed evidence, examples, and reasoning.
   c. Use persuasive strategies including appeals to logic, emotion, and ethics.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.
   a. Evaluate and revise for:
      • Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts).
      • Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).
      • Correct use of active and passive voice. Appropriate voice for specific audiences.
      • Specific word choice for different audiences and purposes.
      • Rhythm created through sentence construction (i.e., parallel sentence structure).
   b. Edit for:
      • Spelling.
      • Correct use of commas to set off appositives.
      • Correct subject/verb agreement.
      • Correct sentence construction (i.e., fragments, run-ons).
      • Correct placement of modifiers.
      • Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams).
      • Correct use of possessives.
      • Correct use of semi-colon.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to problem-solve and deepen understanding.
   a. Formulate essential questions that expose problems and explore issues.
   b. Analyze information to determine relevance to essential question.
   c. Evaluate the accuracy and relevance of information that reflects multiple points of view.
   d. Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources).

Objective 2 (Written Communication of Inquiry): Write to synthesize information to solve a problem or deepen understanding.
    a. Select an appropriate format to synthesize information.
    b. Gather and synthesize information to solve a problem or deepen understanding.
    c. Support synthesis of information using paraphrase, summary, and/or quotations.
    d. Use informal and formal citations, where appropriate, to support inquiry.

Objective 3 (Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose.
    a. Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).
    b. Anticipate and prepare to respond to potential audience questions.
    c. Respond effectively to audience questions and feedback.
    d. Present orally using visual aids/technology for support.

Eleventh Grade Language Arts Core

Intended Learning Outcomes
The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes
   a. Develop confidence in the ability to access text.
   b. Enjoy the processes and outcomes of reading and writing.
   c. Develop confidence in the ability to express ideas, emotions, and experiences.

2. Demonstrate Appreciation for the Role of Language Arts
   a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
   b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
   c. Develop thinking and language acquisition together through interactive learning.
   d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

3. Demonstrate Understanding of the Nature of Language
   a. Understand that language enhances and identifies human beings as meaning makers.
   b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
   c. Understand that language captures and records human aspirations and imagination.
   d. Understand that language is continuously evolving as a reflection of human evolution.
   e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
   f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate
   a. Give and seek information in conversations, in group discussions, and in oral presentations.
   b. Use questioning techniques to gain information.
   c. Participate in and report on small group learning activities.
   d. Develop and deliver individual presentations.
   e. Plan, present, and critique the oral delivery of information and persuasive argument.
   f. Plan, present, and critique dramatic readings of literary selections.

5. Use the Skills, Strategies, and Processes of Reading
   a. Develop an enjoyment for reading as a lifelong way to learn.
   b. Access background knowledge to prepare to read and enjoy texts.
   c. Use meta-cognition strategies during reading to monitor comprehension.
   d. Improve comprehension by using strategies when meaning breaks down.
   e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing
   a. Develop a distinctive writing voice.
   b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
   c. Develop reflective abilities and meta-awareness about writing.
   d. Use writing to discover and explore ideas.
   e. Develop collaborative writing skills to prepare for workplace writing.
   f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
   g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
   h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

Course Description
Eleventh graders are seeking greater and greater independence. Where they are demanding more autonomy and respect as adults, they are still maturing and reaching for adulthood. Language arts teachers attempt to meet the needs of these students by using a curriculum that connects academic learning to real-life situations, helps them prepare for their post-high school lives, and respects their growing maturity. At the eleventh grade level, the Utah Core focuses on reading and writing experiences that are developmentally appropriate. Vocabulary instruction looks at the cultural and contextual meanings of words. Reading instruction continues to offer young adults opportunities for improvement through growing sophistication in interaction with a variety of texts. Writing moves to analysis and interpretation of multiple ideas and perspectives to extend thinking and demands synthesizing of ideas to form conclusions and recommend actions. Analytical evaluation and assessment of writing are further nuanced, and editing skills are more sophisticated and specifically and clearly delineated. Inquiry skills are focused on synthesizing information in preparation for presenting research results.

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.
    a. Analyze the meaning of words using knowledge of roots (see chart, Appendix A).
    b. Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).
    c. Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define "trucks" used in an article on skateboarding and an article on transportation).
    d. Distinguish between commonly confused words (i.e., *allusion /illusion; complement/compliment; imply/infer).*

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).
    a. Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).
    b. Evaluate the effectiveness of multiple internal text structures in a single text.
    c. Synthesize information from a variety of sources.
    d. Analyze multiple texts on the same topic for conflicting information.

Objective 3 (Comprehension of Literary Text): Comprehend literature by analyzing the use of literary elements across genres and cultures.
    a. Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).
    b. Explore universal character traits across cultures in literature.
    c. Compare recurring and universal themes in literary works.
    d. Analyze how culture—the shared beliefs, values, and behaviors of a particular society at a particular time and place—is an element of setting.
    e. Analyze the use of irony, tone, and/or mood.
    f. Identify the speaker in a poetic text.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn): Analyze and synthesize ideas and information to refine thinking through writing.
    a. Form conclusions and recommend action.
    b. Integrate facts, events, or ideas to create new ideas.
    c. Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections.

Objective 2 (Extended Writing): Write to analyze literary text and explain informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)
   a. Select an organizational pattern that suits the topic.
   b. Provide detailed evidence and examples to substantiate arguments.
   c. Support arguments with logic and text references.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.
   a. Evaluate and revise for:
      - Sufficiently developed key ideas and specific details that directly support and advance the thesis statement.
      - Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).
      - Correct use of active and passive voice.
      - Consistent, appropriate voice.
      - Words intentionally and skillfully used.
      - Rhythm created through sentence construction (i.e., parallel sentence structure).
   b. Edit for:
      - Spelling.
      - Commas with introductory phrases and clauses.
      - Correct use of relative pronouns.
      - Capitalization of the first word in a sentence enclosed in parentheses (e.g., "She grinned again. (That grin!)").
      - Agreement of pronouns and antecedents.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to draw conclusions.
   a. Formulate questions that direct inquiry.
   b. Analyze information to determine relevance to essential question.
   c. Evaluate the accuracy and relevance of information that reflects multiple points of view.
   d. Evaluate, use, and cite primary and secondary sources.

Objective 2 (Written Communication of Inquiry): Write to evaluate information and to make recommendations.
   a. Select an appropriate format to evaluate and report research results.
   b. Gather, evaluate, and organize evidence to support a position.
   c. Support evaluations and recommendations using paraphrase, summary, and/or quotations.
   d. Use informal and formal citations, where appropriate, to support inquiry.

Objective 3 (Oral Communication of Inquiry): Make informative and persuasive presentations using visual aids/technology.
   a. Determine the purpose for informative and persuasive presentations.
   b. Identify questions to be addressed in refutations.
   c. Refute counter-arguments.

Twelfth Grade Language Arts Core

Intended Learning Outcomes

The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

1. **Demonstrate a Positive Attitude Toward Language Arts Skills and Processes**
   a. Develop confidence in the ability to access text.
   b. Enjoy the processes and outcomes of reading and writing.
   c. Develop confidence in the ability to express ideas, emotions, and experiences.

2. **Demonstrate Appreciation for the Role of Language Arts**
   a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
   b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
   c. Develop thinking and language acquisition together through interactive learning.
   d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

3. **Demonstrate Understanding of the Nature of Language**
   a. Understand that language enhances and identifies human beings as meaning makers.
   b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
   c. Understand that language captures and records human aspirations and imagination.
   d. Understand that language is continuously evolving as a reflection of human evolution.
   e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
   f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

4. **Understand and Use Receptive and Expressive Oral Language Skills to Communicate**
   a. Give and seek information in conversations, in group discussions, and in oral presentations.
   b. Use questioning techniques to gain information.
   c. Participate in and report on small group learning activities.
   d. Develop and deliver individual presentations.
   e. Plan, present, and critique the oral delivery of information and persuasive argument.
   f. Plan, present, and critique dramatic readings of literary selections.

5. Use the Skills, Strategies, and Processes of Reading
   a. Develop an enjoyment for reading as a lifelong way to learn.
   b. Access background knowledge to prepare to read and enjoy texts.
   c. Use meta-cognition strategies during reading to monitor comprehension.
   d. Improve comprehension by using strategies when meaning breaks down.
   e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing
   a. Develop a distinctive writing voice.
   b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
   c. Develop reflective abilities and meta-awareness about writing.
   d. Use writing to discover and explore ideas.
   e. Develop collaborative writing skills to prepare for workplace writing.
   f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
   g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
   h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

Course Description
The twelfth grade language arts course of study is for young adults who are preparing to enter the world of work, further training, or higher education. Vocabulary study focuses on word etymologies, and the incendiary nature of gender biased and racially/religiously/culturally biased language. The study of roots and affixes centers on Latin-based vocabulary. Reading continues to be taught, emphasizing literary analysis/criticism, historical commentary, political statements, and culturally and historically significant literary works. Writing to learn emphasizes cause and effect, analysis and refutation of opposing opinions, and important text connections. Revision and editing in written work are further refined, and inquiry becomes more meaningful as students approach graduation from school and entrance into the adult phase of their lives.

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.
    a. Analyze the meaning of words using etymologies (e.g., word origins and histories). Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal "they").
    b. Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages—Italian , Spanish, etc.).
    c. Distinguish between commonly confused words (i.e., *assure/ensure/insure; coarse/course; formally/formerly; later/ latter; stationary/stationery).*

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).
    Evaluate the effectiveness of different text features in a variety of printed informational texts.
    Evaluate the effectiveness of diverse internal text structures in a variety of texts.
    Identify an author's implicit and stated assumptions about a subject based on the evidence in the text.
    Evaluate multiple texts on the same topic for reliability and accuracy.

Objective 3 (Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms.
    Evaluate the author's use of common literary elements (e.g., plot, characterization, point of view, theme, setting).
    Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the anti-hero, the superhero).
    Analyze themes in literature and how they represent or comment on humanity or life in general.
    Evaluate the impact of setting and historical context on literary works.
    Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).
    Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc.).

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn): Evaluate ideas and information to refine thinking through writing.
    Evaluate the merit of varied ideas and opposing opinions.
    Evaluate ideas and examine causes and effects.
    Evaluate connections between texts, between texts and self, and between texts and different world connections.

Objective 2 (Extended Writing): Write to critique literary text and to evaluate informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)

Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc.).

Analyze information and systematically organize to support central ideas, concepts, and themes.

Convey a particular tone and voice through deliberate word choice.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.

Evaluate and revise for:
- Limited topic and controlling idea providing focus for extended pieces.
- Varied transitions that connect ideas within and between paragraphs.
- Correct use of active and passive voice. Formal or informal voice specific to purpose.
- Words particular to the topic supported within the text for ease of understanding.
- Concise sentence structure to enhance sentence fluency.

b. Edit for:
- Correct grade level spelling.
- Consistent and logical use of tenses.
- Correct punctuation of dialogue.
- Correct punctuation of direct quotations.
- Correct placement of modifiers.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to explore, compile, and report research.

Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).

Evaluate the reliability of the information with regard to context and bias.

Make inferences and draw conclusions based on data or evidence.

Evaluate, use, and cite primary and secondary sources.

Objective 2 (Written Communication of Inquiry): Write to evaluate and report research results.

Select an appropriate format to evaluate information, determine results and make recommendations.

Gather, evaluate, and organize research on a specific topic.

Support main points using a variety of convincing and relevant information.

Use informal and formal citations, where appropriate, to support inquiry.

Objective 3 (Oral Communication of Inquiry): Make oral presentations of research findings using visual media.

Evaluate audience, purpose, and information to be conveyed.

Anticipate and prepare to answer potential audience questions.

Respond effectively to audience questions and feedback, refuting counter-arguments.

Present information orally with poise and clear articulation. Enhance presentation with visual media.

Reading Comprehension

Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Word Analysis, Vocabulary Development

	7	8	9	10	11	12
1	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.	Determine word meaning through word parts, definitions, and context clues.
a.	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	Analyze the meaning of words using etymologies (e.g., word origins and histories).
b.	Identify the literal meanings and shades of meaning of words.	Extend the meanings of words through understanding of connotation.	Distinguish between the connotative and denotative meanings of words.	Evaluate the effects of connotation in text.	Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).	Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal "they").

(Word Analysis, Vocabulary Development, continued)

c.	Determine word meaning through definition or explanation context clues.	Determine word meaning through restatement or synonym.	Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	Determine word meaning through analogy and contrast/antonym context clues.	Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define "trucks" used in an article on skateboarding and an article on transportation).	Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages—Italian, Spanish, etc.).
d.	Distinguish between commonly confused words (i.e., *a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're).*	Distinguish between commonly confused words (i.e., *capital /capitol; cell/sale/ sell; choose/chose; emigrate/ immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they're/there; weak/week).*	Distinguish between commonly confused words (i.e., *accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).*	Distinguish between commonly confused words (i.e., *affect/ effect; between/ among; either/neither; fewer/less; good/well; irregardless/regard-less; waste, waist).*	Distinguish between commonly confused words (i.e., *allusion /illusion; complement/comp-liment; imply/infer).*	Distinguish between commonly confused words (i.e., *assure/ensure/insure; coarse/course; formally/formerly; later/ latter; stationary/stationery).*

42

Comprehension of Informational Text

	7	8	9	10	11	12
2	Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).	Comprehend and evaluate informational text (i.e., textbooks, biographies/autobio-graphies, persuasive essays, letters, graphs, charts).	Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).	Comprehend and evaluate informational text (i.e., essays, non-fiction articles, work place and consumer documents, electronic text).	Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).	Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).
a.	Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents).	Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts, and tables of contents).	Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages).	Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).	Evaluate the effectiveness of different text features in a variety of printed informational texts.
b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).	Analyze the function of multiple internal text structures in a single text.	Evaluate the effectiveness of multiple internal text structures in a single text.	Evaluate the effectiveness of diverse internal text structures in a variety of texts.

(Comprehension of Informational Text, continued)

c.	Retell, paraphrase and summarize from informational text.	Infer meaning from explicit information in text.	Infer meaning from implicit information in text.	Use explicit and implicit information to arrive at conclusions.	Synthesize information from a variety of sources.	Identify an author's implicit and stated assumptions about a subject based on the evidence in the text.
d.	Distinguish main idea and supporting details in text.	Distinguish fact from opinion.	Distinguish relevant from merely interesting information.	Evaluate text for reliability and accuracy.	Analyze multiple texts on the same topic for conflicting information.	Evaluate multiple texts on the same topic for reliability and accuracy.

Comprehension of Literary Text

	7	8	9	10	11	12
3	Comprehend literature using elements of narrative and poetic text.	Comprehend literature by differentiating the uses of literary elements in narrative texts.	Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.	Comprehend literature by recognizing the use of literary elements across genres and cultures.	Comprehend literature by analyzing the use of literary elements across genres and cultures.	Comprehend and compare culturally and historically significant literary forms.
a.	Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).	Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)	Describe how conflict, character, and plot work together.	Examine the relationship between oral and written narratives.	Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).	Evaluate the author's use of common literary elements (e.g., plot, characterization, point of view, theme, setting).

b.	Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	Describe a character's traits based on what other characters think, say, and do.	Explain how character is developed through implication and inference.	Understand the uses of character development in conveying theme in literary works.	Explore universal character traits across cultures in literature.	Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the anti-hero, the superhero).
c.	Distinguish topic from theme in literature.	Identify themes in literary works.	Relate themes in literary works to real-life events.	Analyze themes in literature and their connection to politics, history, culture, and economics.	Compare recurring and universal themes in literary works.	Analyze themes in literature and how they represent or comment on humanity or life in general.
d.	Identify descriptive details and imagery that establish setting.	Define and describe settings in literature (e.g., place, time, and customs).	Analyze how setting contributes to characterization, plot, or theme.	Evaluate setting as it contributes to characterization, plot, or theme.	Analyze how culture – the shared beliefs, values, and behaviors of a particular society at a particular time and place – is an element of setting.	Evaluate the impact of setting and historical context on literary works.
e.	Identify figurative language (i.e., simile and metaphor).	Compare types of figurative language (i.e., simile, metaphor, and symbolism).	Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).	Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.	Analyze the use of irony, tone, and/or mood.	Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).

(Comprehension of Literary Text, continued)

f.	Identify main ideas and/or emotions in a wide range of poetry.	Distinguish between free verse and rhyme.	Identify the speaker in a poetic text.	Compare poetry on different topics from varied cultures and times.	Distinguish poetic narrative from prose.	Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc.).

Writing

Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Writing to Learn

	7	8	9	10	11	12
1	Retell or summarize and make connections to clarify thinking through writing.	Evaluate information, interpret ideas, and demonstrate thinking through writing.	Compare multiple ideas and perspectives to extend thinking through writing.	Interpret and analyze ideas and perspectives to clarify thinking through writing.	Analyze and synthesize ideas and information to refine thinking through writing.	Evaluate ideas and information to refine thinking through writing.
a.	Retell significant events in sequence.	Organize events and ideas in order of importance.	Compare/contrast significant or essential ideas, facts, or events.	Analyze varied ideas and opposing opinions.	Form conclusions and recommend action.	Evaluate the merit of varied ideas and opposing opinions.
b.	Summarize essential information from literary or informational text.	Focus written facts or events around a clearly stated, unifying idea.	Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.	Analyze facts, events, or ideas to create meaning.	Integrate facts, events, or ideas to create new ideas.	Evaluate ideas and examine causes and effects.

(Writing to Learn, continued)

c.	Connect text to self.	Connect text to self, text to world and text to text.	Compare/contrast connections between texts, between texts and self, and between texts and different world connections.	Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.	Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections.	Evaluate connections between texts, between texts and self, and between texts and different world connections.

Extended Writing

Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.

	7	8	9	10	11	12
2	Write to identify and reflect on feelings to recreate experiences. Emphasize autobiographical or narrative essays.	Write to identify and reflect on feelings to recreate experiences. Emphasize short biographies, narratives, or memoirs.	Write to persuade others. Emphasize persuasive compositions.	Write to persuade others. Emphasize persuasive compositions.	Write to analyze literary text and explain informational text. Emphasize expository writing.	Write to critique literary text and to evaluate informational text. Emphasize expository writing.
a.	Determine audience and purpose for extended writing.	Convey a unifying theme or idea.	State a thesis that clearly takes a position.	Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).	Select an organizational pattern that suits the topic.	Write in formal style and format (e.g., academic papers, business reports, multimedia presentations, etc.).

(Extended Writing, continued)

b.	Relate a clear, coherent chronologically-sequenced incident, event, or situation with simple reflection.	Order events effectively and experiment with flashback or foreshadowing.	Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.	Support arguments with personal experience, detailed evidence, examples, and reasoning.	Provide detailed evidence and examples to substantiate arguments.	Analyze information and systematically organize to support central ideas, concepts, and themes.
c.	Use sensory details.	Use narrative details (e.g., dialogue, description, imagery, symbolism).	Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	Use persuasive strategies including appeals to logic, emotion, and ethics.	Support arguments with logic and text references.	Convey a particular tone and voice through deliberate word choice.

Revision and Editing

	7	8	9	10	11	12
3	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.	Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.
a. Traits of Writing Ideas	**Evaluate and revise for:** Use of a unifying idea or topic.	**Evaluate and revise for:** Specific and	**Evaluate and revise for:** Anticipation of and	**Evaluate and revise for:** Adequate support	**Evaluate and revise for:** Sufficiently	**Evaluate and revise for:** Limited topic and

		relevant details that support the idea.	answers to readers' questions.	of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts).	developed key ideas and specific details that directly support and advance the thesis statement.	controlling idea providing focus for extended pieces.
Organization	A clear beginning, middle, and end, with sequential transitions.	An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details.	Inviting leads and satisfying conclusions.	Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).	Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).	Varied transitions that connect ideas within and between paragraphs.
Voice	Appropriate tone and voice.	Appropriate tone and voice.	A variety of voices for different audiences and purposes.	Correct use of active and passive voice. Appropriate voice for specific audiences.	Correct use of active and passive voice. Consistent, appropriate voice.	Correct use of active and passive voice. Formal or informal voice specific to purpose.
Word Choice	Appropriate word choice for topic.	Words appropriate to audience.	Carefully chosen vocabulary to achieve voice and purpose.	Specific word choice for different audiences and purposes.	Words intentionally and skillfully used.	Words particular to the topic supported within the text for ease of understanding.

(Revision and Editing, continued)

Sentence Variety	Varied sentence beginnings and sentence length.	Varied sentence structure.	Varied sentence structure (i.e., include complex and compound sentences).	Rhythm created through sentence construction (i.e., parallel sentence structure).	Rhythm created through sentence construction (i.e., parallel sentence structure).	Concise sentence structure to enhance sentence fluency.
b. Editing	**Edit for:** Correct grade level spelling. Correct use of commas in a series. Correct subject-verb agreement. Correct use of possessives. Correct capitalization of sentence beginnings or proper nouns.	**Edit for:** Correct grade level spelling. Correct use of quotation marks and commas in dialogue. Correct verb tenses. Correct use of relative pronouns. Correct agreement of pronouns and antecedents.	**Edit for:** Correct grade level spelling. Correct use of commas in introductory phrases and clauses. Correct use of adverbs. Correct use of colons. Correct use of parentheses.	**Edit for:** Correct grade level spelling. Correct use of commas to set off appositives. Correct subject-verb agreement. Correct sentence construction (i.e., fragments, run-ons). Correct placement of modifiers.	**Edit for:** Correct grade level spelling. Commas with introductory phrases and clauses. Correct use of relative pronouns. Capitalization of the first word in a sentence enclosed in parentheses (e.g., "She grinned again. (That grin!)"). Agreement of pronouns and antecedents.	**Edit for:** Correct grade level spelling. Consistent and logical use of tenses. Correct punctuation of dialogue. Correct punctuation of direct quotations. Correct placement of modifiers.

(Revising and Editing, continued)

	Correct end punctuation on simple and compound sentences.	Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202).	Correct capitalization of languages, races, nationalities, religions or sections of the country.	Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams). Correct use of possessives. Correct use of semi-colon.		

Inquiry/Research/Oral Presentation

Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Processes of Inquiry

	7	8	9	10	11	12
1	Use the process of inquiry to formulate questions and engage in gathering information.	Use the process of inquiry to focus thinking toward understanding an idea or concept.	Use the process of inquiry to examine multiple points of view.	Use the process of inquiry to problem solve and deepen understanding.	Use the process of inquiry to draw conclusions.	Use the process of inquiry to explore, compile, and report research.
a.	Establish a purpose for inquiry	Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).	Formulate questions to evoke multiple, valid responses from different points of view.	Formulate essential questions that expose problems and explore issues.	Formulate questions that direct inquiry.	Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).
b.	Gather relevant information to answer questions.	Choose information that best supports the focus of inquiry.	Gather information from multiple sources that reflect varied points of view.	Analyze information to determine relevance to essential question.	Analyze information to determine relevance to essential question.	Evaluate the reliability of the information with regard to context and bias.
c.	Validate the accuracy and relevance of information, discriminating between fact and opinion.	Distinguish between reliable and unreliable sources of information.	Analyze multiple points of view for credibility.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	Make inferences and draw conclusions based on data or evidence.

(Processes of Inquiry, continued)

d.	Distinguish paraphrasing and summarizing from plagiarizing.	Distinguish primary from secondary sources.	Use primary and secondary sources.	Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources).	Evaluate, use, and cite primary and secondary sources.	Evaluate, use, and cite primary and secondary sources.

Written Communication of Inquiry

2	Write to report information gathered from the process of inquiry.	Write to demonstrate understanding of an idea or concept.	Write to analyze multiple points of view.	Write to synthesize information to solve a problem or deepen understanding.	Write to evaluate information and to make recommendations.	Write to evaluate and report research results.
a.	Select an appropriate format to report information.	Select an appropriate format to demonstrate understanding.	Select an appropriate format to analyze multiple points of view.	Select an appropriate format to synthesize information.	Select an appropriate format to evaluate and report research results.	Select an appropriate format to evaluate information, determine results and to make recommendations.
b.	Gather information on an idea or concept.	Gather information from more than one source.	Compile and analyze information from multiple points of view.	Gather and synthesize information to solve a problem or deepen understanding.	Gather, evaluate, and organize evidence to support a position.	Gather, evaluate, and organize research on a specific topic.
c.	Report information using summarization.	Report information by paraphrasing, summarizing, and/or quoting from sources.	Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	Support synthesis of information using paraphrase, summary, and/or quotations.	Support evaluations and recommendations using paraphrase, summary, and/or quotations.	Support main points using a variety of convincing and relevant information.

(Written Communication of Inquiry, continued)

d.	Use informal contextual citation. (Example: "Gary Paulsen says he gets his ideas from…")	Use informal citation to support inquiry.	Use informal and formal citations, where appropriate, to support inquiry.	Use informal and formal citations, where appropriate, to support inquiry.	Use informal and formal citations, where appropriate, to support inquiry.	Use informal and formal citations, where appropriate, to support inquiry.

Oral Communication of Inquiry

	7	8	9	10	11	12
3	Communicate ideas and information appropriately in classroom settings.	Participate in and report on small group learning activities.	Conduct interviews to support inquiry.	Plan and present orally using techniques appropriate to audience and purpose.	Make informative and persuasive presentations using visual aids/technology.	Make oral presentations of research findings using visual media.
a.	Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).	Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	Determine the purpose for informative and persuasive presentations.	Evaluate audience, purpose, and information to be conveyed.

(Oral Communication of Inquiry, continued)

b.	Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).	Identify and assume responsibility for specific group tasks, including asking relevant questions.	Ask probing questions to seek elaboration and clarification of ideas.	Anticipate and prepare to respond to potential audience questions.	Identify questions to be addressed in refutations.	Anticipate and prepare to answer potential audience questions.
c.	Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).	Respond appropriately to group members' questions and contributions.	Make supportive statements to communicate agreement with or acceptance of others' ideas.	Respond effectively to audience questions and feedback.	Refute counter-arguments.	Respond effectively to audience questions and feedback, refuting counter-arguments.
d.	Contribute constructively in classroom settings.	Present group reports.	Present interview results.	Present orally using visual aids/technology for support.	Present evidence clearly and convincingly. Enhance presentation with visual media.	Present information orally with poise and clear articulation. Enhance presentation with visual media.

Appendix A

7th Grade Prefixes and Suffixes

Prefix	Meaning	Examples
bi-	two, halves	bicycle, bisect, binoculars, bimonthly
extra-	beyond, outside	extraterrestrial, extraordinary, extravagant, extrovert
fore-	front	forehead, forecast, forethought, forefront
il-	not	illegal, illiterate, illegible, illogical
im-	not	impossible, improbable, imperfect, immobile, impassable
mis-	incorrect, bad	mistake, misuse, misprint, misplace, misinform, misfit, misfortune
post-	after	postgraduate, postpone, postwar, postscript
pre-	before	prevent, present, prelude, preposition, prehistoric, preview, precede, prevent, predict
re-	again	remain, receive, represent, required, return, revise, review, retouch, revive, reclaim, revoke
un-	not	undone, unable, unfit, unequal, unearned
Suffix	**Meaning**	**Examples**
-able, -ible	capable of	capable, agreeable, expandable, edible, visible
-ate	cause, make	separate, create, segregate, dominate
-er, -or	one who, that which	farmer, author, doctor, baker, dancer, teacher
-ful	full of, characterized by	careful, beautiful, useful, hopeful, helpful, frightful
-ist	one who	artist, physicist, chemist
-less	without	hopeless, worthless, careless, useless, fearless
-ly	in the manner of	sincerely, usually, finally, carefully, especially, exactly, actually, frequently, recently, immediately, suddenly, probably
-ment	action, state of, result of	government, movement, experiment, equipment, environment, statement, apartment, instrument, moment, amendment, contentment
-tion	act or state	question, information, position, section, addition, position, action, nation, attention, station, motion, population, solution, condition, education, operation, situation, construction, transportation, function

8th Grade Prefixes and Suffixes

Prefix	Meaning	Examples
anti-	against	antibody, antidote, antacid
com-	together	common, complete, compare, company, combine, community
con-	together	connect, continue, converse, consider, convince, conjunction, contact, contract
dis-	apart from, away	disappear, discuss, distract, distort, dispute, dismiss, disprove
inter-	between	international, interfere, intervene, interrupt, interject
intr-	into, inward	introduce, introvert, introduction

non-	not	nonstop, nonprofit, none, nonsense, nonfat, nonexistent
pro-	forward	product, protect, progress, produce, provide, pronounce, program
super-	over, more	supervisor, superior, supernatural, supreme
trans-	across, beyond	transport, transmit, transfusion, transoceanic
Suffix	**Meaning**	**Examples**
-en	make of, make	wooden, frighten, frozen, happen, lighten
-ess	female	actress, princess, goddess, lioness, governess
-ish	origin, nature, resembling	finish, foolish, Irish, clownish, selfish, smallish, greenish
-ism	system, manner, condition	alcoholism, heroism, Communism, capitalism
-ize	make	realize, organize, recognize, harmonize
-let	little	booklet, omelet, piglet, coverlet
-ness	quality of, state of	greatness, kindness, carelessness, softness, darkness
-ous	full of, having	various, dangerous, glorious
-ship	skill, state, quality	friendship, relationship, companionship
-tude	state of	multitude, gratitude, solitude

9th Grade Roots

Root	Meaning	Examples
act	Latin – to do	react, action, activate, counteract, interact
bio	Greek – life	biography, biology, biochemistry, autobiography
clud	Latin – close	exclude, include, preclude, exclusive, conclude
fer	Latin – carry	transfer, infer, refer, defer, ferry, conifer
fract	Latin – break	fracture, fraction, infraction
gram	Greek – writing	telegram, grammar, hologram
mar	Latin – sea	marine, marina, mariner, submarine
mem	Latin – remember	memory, remember, memorial, memo, memoir
nav	Latin – ship	navy, naval, navigate, navigable
pop	Latin – people	popular, population, populate
port	Greek – to carry	support, transport, import, report, deport, important
rupt	Latin – break	erupt, disrupt, rupture, corrupt, abrupt, corruptible
scribe	Latin – write	scribble, inscribe, scribe, describe, transcribe
sect	Latin – cut	section, dissect, intersection, bisect
tele	Greek – far	television, telephone, telescope, telepathy
tort	Latin – twist	contort, torture, distort, tortilla
uni	Latin – one	unicycle, universe, united, union, uniform, unison, unique, unicorn
counter	Latin prefix– against	counterattack, counteract, counterpoint, counter
de	Latin prefix – down	deposit, descent, deplete, denounce, demolish
sur	Latin prefix – over	surplus, surpass, surcharge, surface, surmount, surname

10th Grade Roots

Root	Meaning	Examples
bene	Latin – good	benefit, benevolent, beneficial, benefactor
duct	Latin – lead	conduct, induct, product, reduction, deduction, reproduction
flec	Latin – bend	reflect, inflection, deflect, reflection
grade	Latin – step	gradual, grading, downgrade, degrading
grat	Latin – pleasing	gratitude, gratifying, grateful
greg	Latin – group	gregarious, segregate, congregate
junct	Latin – join	junction, conjunction, juncture, adjunct, injunction
loqua	Latin – talk	eloquent, soliloquy, dialogue
mal	Latin – bad	malevolent, malcontent, malicious, malady, malign
mir	Latin – wonder	mirage, miracle, mirror, admire
mot	Latin – move	motion, motor, motivation, demote, emotion, promote, commotion
phon	Greek – sound	phonograph, phonetic, symphony, telephone
sens	Latin – feel	sense, sensitive, sensory, sensation, dissension
seque	Latin – to follow	sequence, sequel, consequence, subsequent, consecutive
sol	Latin – alone	solo, solitude, solitary, soliloquy, desolate, consolidate, solitaire
spec	Latin – look	spectacles, specimen, specific, spectator, speculate, respect, inspect, prospect
string	Latin – bind	stringent, string, stringy, astringent, stringer
tact	Latin – touch	tactile, contact, tactics, tactful, intact, intangible
vol	Latin – will	volunteer, malevolent, benevolent, volition, involuntary
contra	Latin prefix- against	contradict, contrary, contrast, contraband

11th Grade Roots

Root	Meaning	Examples
cracy	Greek – government	democracy, autocracy, aristocracy
demo	Greek – people	democracy, demography, demonstrate
dia	Greek – across	diameter, diagonal, dialogue, dialect, diatribe
dom	Latin – rule	dominate, predominate, dominion, domineering, domain
dyna	Greek – power	dynamic, dynamo, dynamite, dynasty
fid	Latin – faith	fidelity, confidence, confidante
form	Latin – shape	conform, uniform, form, formula, reform, formation, deform, perform
ject	Latin – to throw	eject, reject, conjecture, dejected, inject, subject, projection, interject
lent	Latin – full of	turbulent, excellent, insolent, corpulent
liber	Latin – free	liberate, liberty, liberal, deliberate, deliverance, liberalize
phile	Greek – love	philosopher, philanthropy, bibliophile, philharmonic, Philadelphia
photo	Greek – light	photograph, photosynthesis, photon, photogenic
pulse	Latin – drive	impulse, repulse, pulsate, impulsive, compulsive
spir	Latin – breathe	inspire, respiration, perspiration, expire, spirit, aspire, conspire

sym	Greek – together	sympathy, symbol, symmetry, symphony symposium
tract	Latin – to pull	tractor, detract, retraction, attractive, contract, traction
trib	Latin – to pay	tribute, tributary, retribution, contribute, attribute, distribute
vita	Latin – life	vitamin, vitality, vital, revitalize
vore	Latin – eat greedily	voracious, carnivorous, devour, omnivorous, herbivore
ad	Latin prefix – to	adhesive, adapt, addendum, addition, addict, advocate, advent, adherent

Appendix B

The National Council of Teachers of English/International Reading Association Standards for the English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., convention, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., learning, enjoyment, persuasion, and the exchange of information).

What Adolescents Deserve: Principles for Supporting Adolescents' Literacy Growth
International Reading Association

1. Adolescents deserve access to a wide variety of reading material that they can and want to read.

2. Adolescents deserve instruction that builds both the skill and desire to read increasingly complex materials. They need well developed repertoires of reading comprehension and study strategies.

3. Adolescents deserve assessment that shows them their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers.

4. Adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum.

5. Adolescents deserve reading specialists who assist individual students having difficulty learning how to read by providing tutorial reading instruction.

6. Adolescents deserve teachers who understand the complexities of individual adolescent readers, respect their differences, and respond to their characteristics.

7. Adolescents deserve homes, communities, and a nation that will support their efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed.